

**THE INSTRUCTIONAL DESIGN OF THE TEACHING
ENGLISH AS FOREIGN LANGUAGE AT KINDERGARTENS
IN SALATIGA: MICRO ETHNOGRAPHY**



THESIS

**Submitted to fulfill of one the Requirement for completion of
Graduate Degree in Language Education**

By

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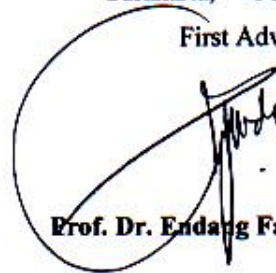
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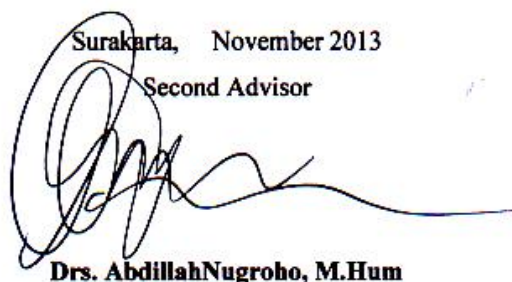
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A handwritten signature in black ink, consisting of a large, stylized 'D' followed by a series of loops and a long horizontal stroke extending to the right.

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ENGLISH AS FOREIGN LANGUAGE AT KINDERGARTENS
IN SALATIGA: MICRO ETNOGRAPHY

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and has been declared eligible

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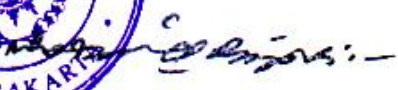
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Prof. Dr. Khudzaifah Dimyati

PRONOUNCEMENT

This is to certify that I myself write this thesis resume, entitled **"THE INSTRUCTIONAL DESIGN OF THE TEACHING ENGLISH AS FOREIGN LANGUAGE AT KINDERGARTENS IN SALATIGA: MICRO ETHNOGRAPHY"**. It is not a plagiarism or made by others. Anything related the other's work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, October 2013



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**THE INSTRUCTIONAL DESIGN OF THE TEACHING ENGLISH AS
FOREIGN LANGUAGE AT KINDERGARTENS IN SALATIGA
(MICROETHNOGRAPHY)**

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ABSTRACT

SitiSulaikah, “The Instructional Design of The Teaching English As Foreign Language At Kindergartens InSalatiga: Micro Ethnography “.Thesis, English Department of Post Graduate Program, Muhammadiyah University of Surakarta, 2013.

The objective of the study is to describe briefly the instructional design of teaching English at three Kindergartens in Salatiga, namely Kartika III-39, Aisiyah Pembina and Aisiyah 3. The Instructional design includes syllabus, learning objective, teaching method, teaching procedure, instructional material, teaching media, evaluation ,teacher and student’s role, strength and weaknesses.The research was conducted in micro ethnographic. The syllabus used is the combination of functional-notional and topic or content - syllabus .Another meaning of learning objective is indicator or aim. The instructional material is only printed material where picture is dominant. Teacher’s roles are as guide, helper, model, facilitator, and story teller. The student’s roles are protagonist, constructor, and collaborator. The classroom procedures used patterns namely PPP (Presentation, Practice, and Produce) or ESA (Engage, Study, and Active), ARC (Authentic, Restricted, Clarification). The classroom activities are singing, game and story. The media is printed media. The evaluation is in the form of student’s observation, portfolio, and rubric. Based on the finding, discussion, conclusion and implication, the writer suggests for English teacher to complete visual and audio media that emphasized the use of flash card or animation so the teaching will be more fun. Teaching English for Kindergarten students are not only merely used gesture or command from the teacher but the variation of method, technique is obviously needed in English teaching.

Keyword: Instructional Design, Teaching, English, Kindergarten, Syllabus

MOTTO

Don't put off until tomorrow what can you do now, life started here, the expectation should be followed by the work hard and pray.

DEDICATION

This thesis is especially dedicated to:

My mother who always prays for me,” Sumiyati Dimiyati”

My husband who always supports me day and night, Dwi Utarto

“Thanks for the love, support, and pray”

My children, “Giant Thunder Cipta Muhammad Jibril, Guruh Cipta Nur Muhammad

Izro’il and Rahmad Rido Yupito”

“You are my sun, my moon, my everything”

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This thesis is still far from big perfect. The writer will accept any comment and suggestion. Hopefully, this thesis will give benefit to everyone who cared in education.

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